

What Is the Continuum of Self-Reflection?

Figure 4.1 shows the Continuum at a glance: four developmental stages through which teachers generally progress as they become skilled in the art of self-reflection. As the more detailed overview in Figure 4.2 illustrates, these phases denote gains in expertise, experience, motivation, knowledge, and most definitively, self-reflective abilities. Identifying what stage a teacher is in helps a coach determine that teacher's specific learning needs and create a successful coaching plan, built on the strategies outlined in the Continuum. This precise approach to on-site, embedded staff development can yield tremendous benefits as teachers become more aware, more confident, better motivated, more knowledgeable, and increasingly self-reflective.

When we refer to the stages of the Continuum of Self-Reflection, what we're talking about are states of mind, levels of self-awareness, and phases in the self-reflective process. We've chosen the term "stage" to emphasize that self-reflection is a progressive process. We do *not* mean to suggest a categorical definition of an individual's development. In fact, a teacher may demonstrate characteristics of more than one stage simultaneously and be in different stages while teaching different subjects or courses, for example. Our intent is for you to view the teacher characteristics and classroom characteristics associated with each stage more as reference points than as a comprehensive list of behaviors and attributes to be "checked off" before the teacher can "advance" to the next stage. Essentially, the Continuum is a tool to help school leaders understand a teacher's current state of mind and identify the approaches that will encourage deeper reflective habits.

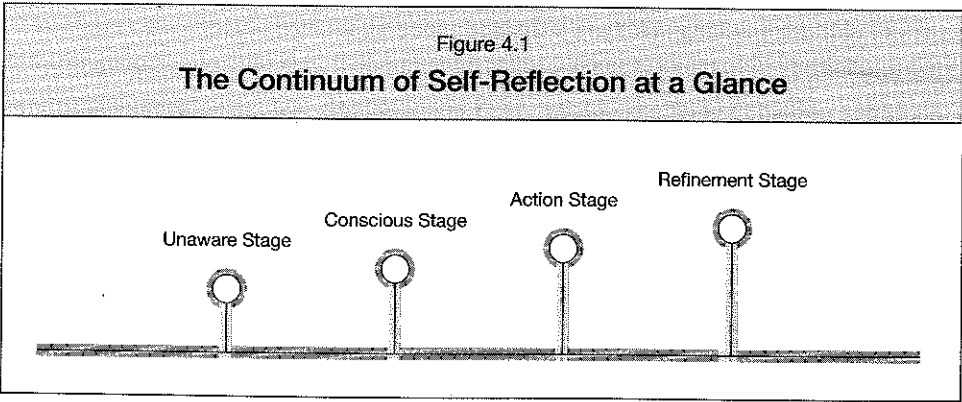


Figure 4.2

The Continuum of Self-Reflection: Coach's Model

The Continuum of Self-Reflection: Coach's Model			
Teacher's Reflective Tendencies	Related Classroom Characteristics	Your Role as Coach	Coaching Strategies That Foster Reflective Growth
Unaware Stage <ul style="list-style-type: none">• Demonstrates little or no awareness of instructional reality in the classroom• Focuses on routine• Exhibits the best of intentions• Expresses confusion about own role in learning• Collaborates with colleagues on a superficial level• Defines problems inaccurately• Focuses on the job itself—the act of teaching	<ul style="list-style-type: none">• Scripted lessons, with little or no teacher modeling• Passive learning, with little or no student interaction• Lessons built on direct instruction and assignments• Little or no evidence of systematic, standards-based planning• No differentiation of instruction• Little or no awareness of effective time management• No link between instruction and assessment• Little effort to make curriculum relevant to students	<i>Unconditional Partner</i> <ul style="list-style-type: none">• Identify strengths, limitations, and needs• Recognize potential• Build trust through interpersonal relationships• Share your personal experience of becoming aware of different instructional strategies• Create a collaborative environment	<ul style="list-style-type: none">• Visit the classroom• Seek additional opportunities to build rapport• Identify a specific instructional problem to build awareness around• Use specific questioning to establish rationales for teaching practices• Administer personal belief and reflective questionnaires• Provide opportunities to observe in other classrooms• Advocate journal keeping• Facilitate opportunities to exchange ideas with others during guided meetings
Conscious Stage <ul style="list-style-type: none">• Demonstrates a consistent "knowing-doing" gap• Can ambiguously cite research to support current teaching methods• Makes excuses for problems• Demonstrates limited ability to evaluate problems• Becomes easily distracted from goals• Collaborates inconsistently with colleagues• Disregards others' ideas• Focuses first on self	<ul style="list-style-type: none">• Instruction designed for teacher convenience• Short-term planning evident yet inconsistent• Occasional links between instruction and assessment• Little student engagement in active, meaningful learning• Little problem solving from students• Occasional differentiation of instruction• Noticeable swings in instructional approaches	<i>Motivator and Strategist</i> <ul style="list-style-type: none">• Praise generously• Reach out to include teacher in collaborative work• Communicate and maintain a clear vision• Build confidence through short-term goal setting• Focus on small changes• Make daily contact, checking in often to talk about goals and progress toward them	<ul style="list-style-type: none">• Provide daily feedback highlighting instructional strengths• Examine and discuss student data• Develop a detailed action plan• Focus on short-term, attainable goals that will have long-term impact• Provide support for instructional goals and best-practice strategies• Meet weekly for collaborative lesson planning (guided planning)• Model specific techniques and provide ample time for discussion• Design meetings around a specific instructional topic
Capacity-Building Goal: To create awareness of the need for change and foster a desire to learn			
Capacity-Building Goal: To motivate and show how to apply pedagogical knowledge consistently			

Figure 4.2—(continued)

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Teacher's Reflective Tendencies	Related Classroom Characteristics	Your Role as Coach	Coaching Strategies That Foster Reflective Growth
<ul style="list-style-type: none"> • Accepts responsibility for the success of all students and for own personal growth • Evaluates issues and situations objectively • Seeks to incorporate research-based concepts and strategies • Reflects upon teaching only after the action • Believes in only one "right" way of doing things • Struggles to identify solutions to long-term problems • Receives feedback well, then enters a critical loop • Collaborates on a limited basis with colleagues • Focuses on the science of teaching 	<ul style="list-style-type: none"> • Regular use of assessment to monitor student progress • Consistent application of best-practice instructional strategies • Lessons linked to standards • Evidence of limited long-term planning • Classroom appears functional, but gaps are lurking 	<p><i>Mentor</i></p> <ul style="list-style-type: none"> • Validate ideas, actions, and instructional decisions • Release responsibility and encourage independence • Provide research from which to construct meaning • Model open-mindedness toward multiple approaches and perspectives • Collaboratively engage in diagnosis and action planning 	<ul style="list-style-type: none"> • Invite participation in small-group discussions • Use the Apprenticeship Model • Use classroom observation with specific feedback • Videotape and analyze performance together • Foster idea-sharing through collegial observations • Use reflective questioning • Create a dialogue journal • Encourage participation in a professional book club • Encourage workshop attendance as a way to share learning • Analyze individual student data together • Publicly recognize expertise • Help develop a system for storing and organizing information
Capacity-Building Goal: To build on experience and help strengthen expertise			
<p>Action Stage</p> <ul style="list-style-type: none"> • Reflects before, during, and after taking action • Recognizes that there are multiple "right" courses of action • Maintains a vast repertoire of instructional strategies • Engages in action research as common practice • Modifies lessons and plans to meet students' needs • Pursues opportunities to work and learn with colleagues • Thinks beyond the classroom • Focuses on the art of teaching 	<ul style="list-style-type: none"> • Assessment drives daily instruction • Students largely responsible for their own learning • Multiple instructional strategies in use 	<p><i>Collaborator</i></p> <ul style="list-style-type: none"> • Compliment creativity and originality • Bring attention to hard work • Stimulate discussions of personal vision and educational philosophy • Practice "mirror-listening" • Ask questions to drive personal reflection and growth 	<ul style="list-style-type: none"> • Provide a wide range of pedagogical resources • Encourage book club facilitation or initiation • Analyze group data together • Establish a team action research project • Encourage conference participation and publication submission • Arrange for student-teacher hosting opportunities • Promote talent development • Encourage leadership
Capacity-Building Goal: To encourage long-term growth and continued reflection			
<p>Refinement Stage</p>			

Figure 12.1

The Continuum of Self-Reflection: Administrator's Model			
Teacher's Reflective Tendencies	Related Classroom Characteristics	Your Role as Administrator	Sample Feedback Prompts to Encourage Reflective Growth
<div>Unaware Stage</div> <ul style="list-style-type: none">• Demonstrates little or no awareness of instructional reality in the classroom• Focuses on routine• Exhibits the best of intentions• Expresses confusion about own role in learning• Collaborates with colleagues on a superficial level• Defines problems inaccurately• Focuses on the job itself—the act of teaching	<ul style="list-style-type: none">• Scripted lessons, with little or no teacher modeling• Passive learning, with little or no student interaction• Lessons built on direct instructional and assignments• Little or no evidence of systematic, standards-based planning• No differentiation of instruction• Little or no awareness of effective time management• No link between instruction and assessment• Little effort to make curriculum relevant to students	<div>Director</div> <ul style="list-style-type: none">• Encourage repeated future use of an effective instructional approach• Complement an attempted use of an effective instructional strategy (with a specific suggestion for improvement)• Discourage future use of an ineffective instructional approach	<ul style="list-style-type: none">• I noticed you used _____, and it was effective; use it whenever you want your students to _____.• Terrific job attempting longer wait time; next time, count to five in your head before calling on a student.• I observed four students engaged in side-talk; try asking them to turn to their partner to regain their focus.• You have a real talent for complimenting students; use that to praise their ideas, not just their penmanship.• In this lesson, you were suggesting great reading strategies; however, few students stopped working to listen. Try insisting that all students drop everything when you ring a chime in the room.• Judging by the look on your face, that transition did not go as smoothly as you planned; come see me when you get a minute and we'll talk about some strategies to use.
Capacity-Building Goal: To create awareness of the need for change and foster a desire to learn			

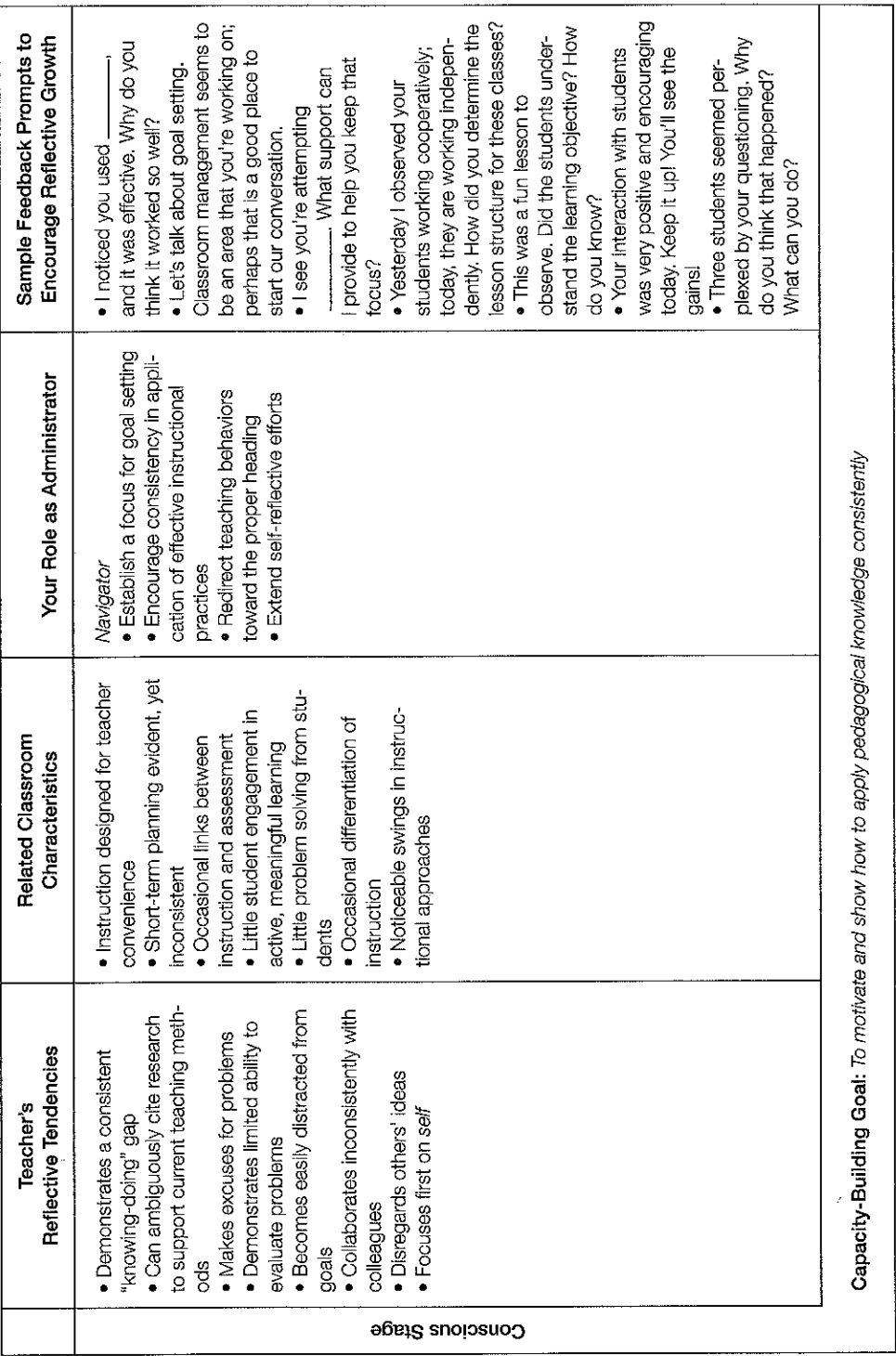
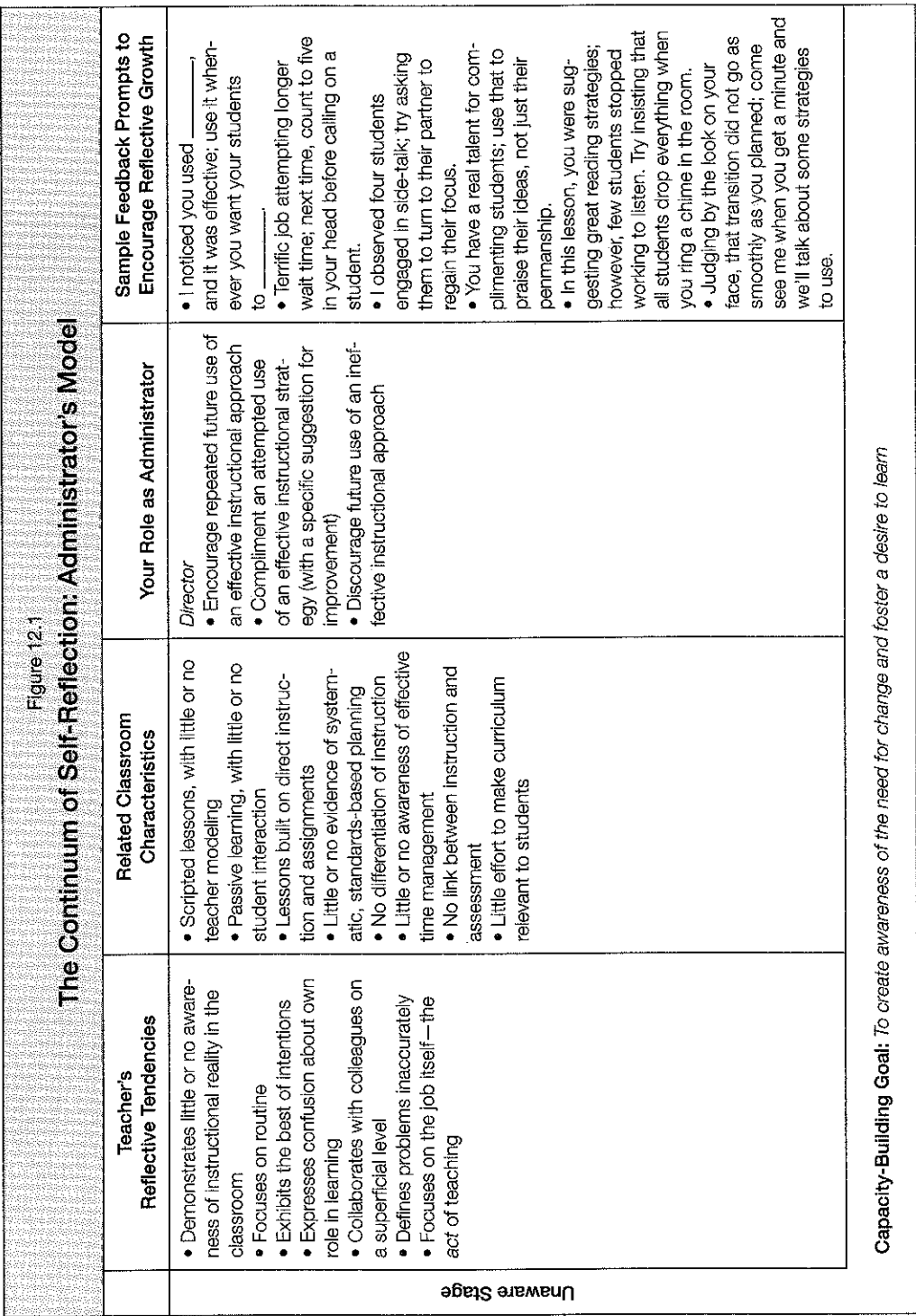


Figure 12.1 — (continued)
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Capacity-Building Goal: To build on experience and help strengthen expertise				

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Capacity-Building Goal: To build on experience and help strengthen expertise			

Teacher's Reflective Tendencies	Related Classroom Characteristics	Your Role as Administrator	Sample Feedback Prompts to Encourage Reflective Growth
<div>Refinement Stage</div> <ul style="list-style-type: none">• Reflects before, during, and after taking action• Recognizes that there are multiple "right" courses of action• Maintains a vast repertoire of instructional strategies• Engages in action research as common practice• Modifies lessons and plans to meet students' needs• Pursues opportunities to work and learn with colleagues• Thinks beyond the classroom• Focuses on the art of teaching	<ul style="list-style-type: none">• Assessment drives daily instruction• Students largely responsible for their own learning• Multiple instructional strategies in use	<div>Challenger</div> <ul style="list-style-type: none">• Drive personal reflection• Introduce new ideas• Serve as devil's advocate• Encourage involvement in leadership	<ul style="list-style-type: none">• In today's lesson you asked terrific follow-up questions. Are these planned in advance or off the cuff?• I read a great article in <i>Educational Leadership</i> about this. I'll put a copy in your mailbox—let me know what you think about it.• During this lesson, your teaching engaged students in a variety of formats; however, there were still two students that appeared disengaged throughout. What is your explanation, and what can you do differently to reel them in?• I'm not sure I understand the way you've grouped students for this assignment. Can you explain your thinking to me?• I observed virtually the same lesson yesterday in _____'s classroom, and she did it a different way. This might be a good idea to participate in a lesson study to compare methods and results. Would you like me to facilitate that discussion?• This was a good example of bringing the lesson to life. Would you be willing to share it (and its results) with your grade-level colleagues?
Capacity-Building Goal: To encourage long-term growth and continued reflection			